

The thursday report

Concordia University - Montreal, Quebec

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Nemiroff rebuts Verthuy charges

By Beverly Smith

Is it possible for an institution with feminist principles to exist within the confines of a university?

This was the question put to the public at a news conference convened by the "Committee for the Reestablishment of the Simone de Beauvoir Institute" last Thursday, in the latest round pitting dissident members of the institute against its administration.

Featured speaker at the news conference, chaired by Women's Studies student Elizabeth Bolton, was former part-time Women's Studies instructor Greta Nemiroff.

This was the first time Nemiroff has participated publicly in a discussion about the future of the institute and the direction of Women's Studies here, following the non-renewal of her teaching contract (Sept 6 TTR).

Nemiroff took exception with a number of points in Mair Verthuy's statement about the institute, published in last week's *TTR*.

Nemiroff insisted there had never been any dissension among founding members of the institute about the basic philosophy that members should participate in decisions affecting the institute.

Neither had Provost Wall, she said, expressed any reservations about the institute's philosophy or structures at the time of its creation.

These statements contradicted declarations by Verthuy and Wall who asserted vigorous discussion had taken place among members at the founding of the institute but that certain basic differences had been overlooked.

Nemiroff went on to state that the

participatory model on which the institute had been created, which allowed women to participate in decision-making in a "free and equal way," had deteriorated into "input with no participation."

She also stated that administrators were not being forthright about the institute's actual membership figures. "They claim a membership of 180 (compared to 100 the first year)," Nemiroff said. "But no membership list has yet been produced, and many students have been actively discouraged from participating, since they are not yet members."

Nemiroff also accused Verthuy of

changing her position on what action she would take in defending the institute should a conflict arise.

"She (Verthuy) said she would resign in that type of situation," said Nemiroff. "She has clearly reconsidered that."

Another point with which Nemiroff took issue was the reason for "disenfranchising" the institute's assembly.

"The reason given," she said, "is that it is inefficient, but there's no evidence as to what its faults are."

Nemiroff declared that her efforts, as chairperson of the institute priorities committee, to undertake an evaluation of the institute had been blocked, "since evaluation is too negative an

See *Simone de Beauvoir* page 11.

Ombudsman report released

The Concordia University Office of the Ombudsman reviewed 429 cases between September 1, 1978 and May 31, 1979.

Of these cases, students accounted for 342 cases, while the other 68 cases involved faculty, staff or others (alumni, unadmitted students etc.).

Loyola students tended to initiate far more cases than Sir George students. Proportionately, Loyola students, who represent 29 percent of the Concordia student population, generated 55 percent of the cases.

These findings are contained in the recently released report of the Concordia University Office of the Ombudsman. The full text of the first annual report is reprinted on pages five through eight of this issue.

Half of the student-initiated cases involved academic matters while most of the remainder concerned such matters as smoking, rudeness, parking permits and library fines.

The report reveals that the office also hears unusual cases. One case, which demonstrates the wide scope of the Ombudsman's purview, involved a Loyola student who applied for a part-time waitress' job at an off-campus Manpower Centre.

At the interview, she discovered that she would be expected to work "topless". Refusing the job, she

returned to her Manpower counselor and complained of not being warned about the nature of the job. She received no satisfaction from the counselor and was worried that her refusal would affect her claim for

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Don Worrall

Amsterdam in the summertime? Guess again! It's the bicycle stands by the Hall Building, completely full thanks to the transit strike and the wonderful balmy weather.

Ombudsmen to meet

By Mark Gerson

You feel your professor is incompetent. Your department head won't stop making passes at you. Who can you turn to?

Increasingly in North American universities, students, faculty and staff are turning to ombudsmen on campus.

Sometimes they are students; sometimes they are at the level of a vice-president or a vice-rector; more often than not, they hover somewhere in between. But wherever they are to be found on the university organigram, ombudsmen share many of the same problems and concerns.

One of their greatest difficulties, according to Concordia ombudsman Suzanne Belson, is that the confidentiality of their work prevents ombudsmen from discussing their cases with many other people on campus.

"There really aren't any rules in this game, and it struck me that we need to get together to discuss common problems and work out strategies to solve these problems," Belson told *TTR* this week.

As a result, she and Concordia's three other ombudsmen organized the first Canadian Conference of College and University Ombudsmen, which will be held at Concordia on November 4, 5 and 6.

That there is a need for such a conference is proven by the number of participants. Originally anticipated at no more than 30 to 35, registration is approaching 100 ombudsmen and student services personnel from across Canada and the U.S.

"There have been other conferences in the States," says Belson, "but this will be the first one that will really address the issues."

Do the school and its professors have a responsibility to students registered in their courses? What is that responsibility and what should be done if it isn't met? Is the student getting his or her money's worth?

These questions boil down to the issue of consumerism, which will be dealt with in a panel discussion, *The*

Report *continued from page 1.*
unemployment insurance.

The office intervened and finally got Canada Manpower to promulgate a policy stating that in future they will not refer applicants to this kind of work. Moreover, no one would be penalized for refusing jobs of this sort.

The report's recommendations include:

•**Exam scheduling:** The policy of not holding examinations in the final week of classes should be respected.

•**Insurance.** There should be a uniform supplementary medical insurance plan for Canadian students on both cam-

Student as Consumer. Moderated by Concordia math Professor Mary Brian, the panel will feature William Foster, associate dean of Law at McGill; Louis Francescutti, co-president of CUSA; Hugh M. Satterlee, ombudsman at the University of Illinois; and Henry Johnson, vice-president for student services at the University of Michigan. The panel is open to the public.

The Inept Professor, Jack the Ripper, the Reluctant Plaintiff and Other Ombudsman's Headaches will look at instructor incompetence, sexual or racial harassment and other general complaints. The discussion will be moderated by Associate Vice-Rector James Whitelaw with panelists C.W. Gillam, professor of Industrial and Legal Relations at the University of Alberta, Gail Young, instructor in Sociology at UQAM, and ombudsman Walt Craig of Ohio State University and Eric McKee of the University of Toronto.

In his talk on *Justice in the University: Some Burning Issues*, Professor Gillam will examine a variety of issues, involving tenure and the legal status of university regulations.

The confidentiality of student records and ombuds files will be examined in *The Right to Privacy in the University*, a presentation by McGill Law professor H. Patrick Glenn.

Other speakers will include Donald C. Rowat, author of *The Ombudsman Plane*, Inger Hansen, privacy commissioner for the Canadian Human Rights Commission and former penitentiary ombudsman, Edmond Labelle, ombudsman at UQAM, and former Loyola ombudsman Ken Torrens.

The registration fee for the three-day conference is \$40, and most sessions will take place in the Faculty Club area of the Hall building.

For a complete list of activities or additional information on the conference see *The Back Page* of next week's *TTR* or contact Suzanne Belson at 482-0320, ext. 257.

puses.

•**Withdrawal deadlines.** The difference in the deadlines for academic withdrawal and tuition fee rebates should be clearly stated in the undergraduate calendar. Also, the course change period in the summer session should be lengthened.

•**Multi-section courses.** Greater importance should be attached to the role of coordinator.

•**Personnel policies.** Student association and faculty clubs should adopt personnel policies that are similar to those of the university.

Faculty of Arts and Science Special Task Force on Curriculum

A Special Task Force on Curriculum has been established with the following membership:

Dean M. Cohen, Chairman

Professor J. Buell Department of Communication Studies

Professor L. Colebrooke Department of Chemistry

Professor C. Davis Department of Religion

Mr. A. Lajoie Concordia University Student Association

Professor S. McEvenue Lonergan University College

Professor J. Stewart Department of Psychology

Professor D. Wheeler Department of Mathematics

The Task Force will attempt as part of its mandate to articulate, within the context of the present structure of the Faculty of Arts and Science, the type or types of education, programmes and courses to be offered by the Faculty to meet the challenges of undergraduate education in the nineteen eighties, and the legitimate academic needs and interests of students in Arts and Science as well as in other Faculties.

In the light of the overall principles to be articulated the Task Force will consider whether recommendations, such as Faculty degree requirements, should be adopted which would provide the academic departments and the smaller units such as "Colleges" with the opportunity of making a more effective contribution to the development of the Faculty and of realizing the full potential of our resources.

The task force is seeking briefs on these matters from any interested individual or group. Submissions should be sent to: M. Cohen, Dean Division III - CC-325 Loyola Campus, before December 7, 1979.

Arctic expert to speak

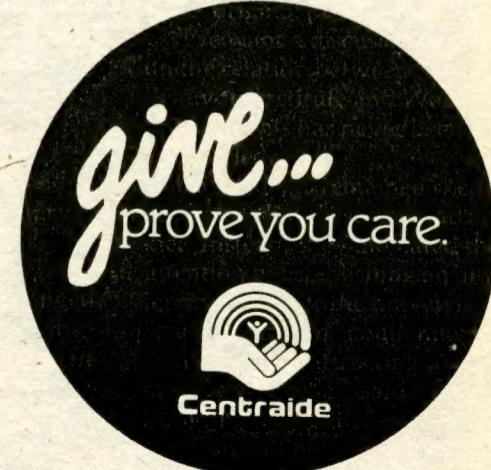
Professor Morris Zaslow, Canada's distinguished and prolific historian of the North, will be at Concordia on Monday, October 29 sponsored by the Department of History and Geography, and Canadian Studies.

Professor Zaslow will speak on "One Hundred Years of the Arctic Islands, 1880-1980: Past and Present."

Discussion on this and other aspects of his work will follow.

He will be presenting the draft of the paper which he is to give as the keynote address in 1980 at a conference to celebrate the Centenary of the transfer of the Arctic Islands from Britain to Canadian "control."

The meeting will take place at 10:00 a.m., Monday, October 29, in Room 535-2 of the Hall Building. It is open to the public.



First meeting for religion centre

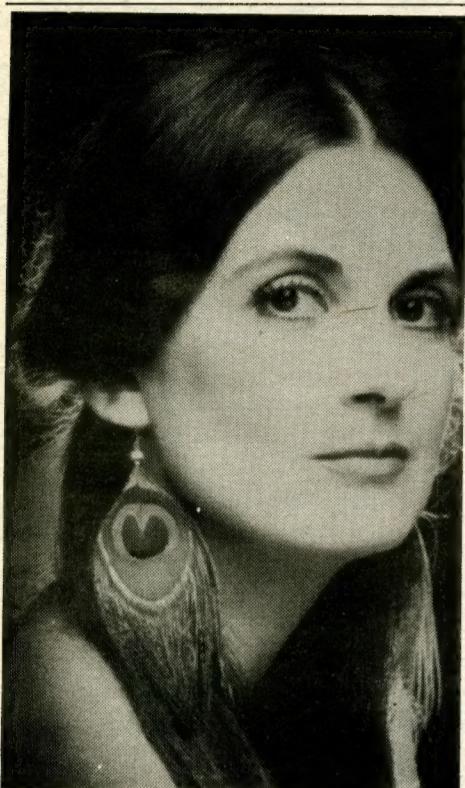
The Interuniversity Centre for the Study of Religion is holding its first meeting at the Université du Québec à Montréal on October 26.

There will be seven working groups (three of which will be in English) dealing with an array of religious subjects ranging from the ethics, sociology and science of religion to popular religions.

The meeting will take place at 9:30 a.m. on October 26 at Room A-2780 in the campus near the Metro Berri-de-Montigny.

For those interested in attending, contact Prof. Michel Desland at 879-5933.

Sparkler's Club—
We are joining in CUSA's Club Rally being held from October 29 to October 31 in the mezzanine of the Hall Building. Come and meet us. Information: William Schiff, 731-4569.



Sylvia Tyson

Sylvia Tyson to sing

By Louise Ratelle

The earthy, haunting sounds of veteran folksinger/songwriter Sylvia Tyson will fill the F.C. Smith Auditorium on the Loyola campus on November 2 as a result of the joint efforts of the Simone de Beauvoir Institute and CUSA.

In addition to her work as host of the CBC music/talk show "Touch the Earth", Tyson has found time to produce three solo albums: *Woman's World*, *Cool Wind From the North*, and her most recent, *Satin on Stone*. Her on-stage repertoire includes country, folk, blues and pop, and she has sung in a wide range of performance situations: universities, country fairs, small clubs and large formal halls. The concert will be her

first in Montreal.

Sylvia's material has been recorded by such diverse artists as the British group *The We Five*—remember "You Were On My Mind"?—and Nana Mouskouri. Her compositions number more than 200 and include the writing and production of the score of "Cosmic Christmas", aired by the CBC, BBC and ABC television networks.

The concert begins at 8 p.m., and seats are limited. Admission is \$6 for the general public; \$4 for students. No phone reservations will be taken, but advance tickets may be purchased at the Information Desk in the Hall Building, and at either of the Institute's locations: 2170 Bishop Street or 7079 Terrebonne. Call 879-8521 or 482-0320, ext. 715.



ATA GLANCE

The popular vocal group *Crossroads* returns to Concordia Saturday and Sunday evenings. The 12-member group will sing a program of contemporary, folk, pop, rock and soul at 8:30 p.m. in the F.C. Smith Auditorium. Tickets, at \$3 apiece, will be on sale at the door.... Contralto **Maureen Forrester** has been chosen as the 1979 recipient of the Loyola Alumni Association's **Loyola Medal**.... The date of fall convocation has been set for Tuesday, December 4 at Place des Arts.... Former Concordia theatre student **Ron Morissette** is now stage manager at McGill's Pollack Concert Hall.... Now that the shooting for the film *Dirty Tricks* is over, it's possible that scenes from another movie, this one starring **Buddy Hackett**, may be shot at Concordia.... Concordia graduate and alumnus of both *Loyola News* and *The Georgian Claire Tallarico* was recently appointed assistant to the managing editor of the national women's magazine *Talk*.... The University of Toronto Press has just published a book, *The Union Nationale* by former Political Science chairman **Herbert Quinn**.... Prof. **Marvin Shapiro** of the Centre for Building Studies was recently elected to the Board of the Solar Energy Society of Canada, Inc., Quebec division.... The deadline for liquor permits for December receptions on university property is November 10.... "Magnolito" begins again this year. For each \$5 donation to Centraide, you get a chance to win one of the many prizes made available by the university. Send your donation card, marked "Centraide" to John Hall at the Personnel Office, Loyola Campus AD-303.... Professors **John E. O'Brien**, **William Gilsdorf**, **Dennis Murphy**, **Gail Valaskakis** and **Miroslav Malik** will be presenting papers at the conference *La recherche Québécois sur le télévision* on November 5-6...



Annual Concordia Run

If you've been coping with the transit strike by walking everywhere, you may already be in shape for the annual Concordia Run, which takes place this year on October 28.

The seven kilometre run between the Sir George campus Hall building and the Loyola campus soccer field gets underway at 1 p.m. The route is directly along de Maisonneuve, and there will be prizes for the winners.

Register now at the Athletics office on either campus: SGW: 2160 Bishop, 879-5840; Loyola: Athletic Complex, 482-0320, ext. 739.

The Council of University Presidents has again warned that Canada does not have the scientific resources to implement recent federal government research and development (R. and D.) policies. The warning is contained in a brief submitted October 5 to the Prime Minister of Canada.

The brief was submitted simultaneously to the premiers of the provinces and to the Chairman of the Natural Sciences and Engineering Research Council, the Social Sciences and Humanities Research Council and the Medical Research Council.

The brief reviews the action that has been proposed to improve the Canadian R. and D. situation. Specifically, it notes the May 1978 federal government announcement of a program to increase Canada's expenditures on R. and D. from 0.9 percent to 1.5 percent of GNP by 1983, and the Progressive Conservative government's increased target of 2.5 percent of GNP by 1985.

It concludes that none of the announced programs and proposals have been implemented and that, as a result, the outlook for R. and D., in the near future remains bleak.

"In particular, the scientists and engineers who will be needed for a 1.5 percent or 2.5 percent of GNP national program of research and development are not being trained, and Canada will not have in five years the personnel needed for even greatly reduced domestic and foreign aid research

programs", the brief notes.

The brief states that the universities have a central role to play in Canadian R. and D., through basic and applied research and in the training of scientists. It points out that the capacity of the universities to fulfill this role is steadily deteriorating as funding in terms of constant dollars diminishes at a time of particularly high inflation in the scientific sphere. As a result:

- fewer university scientists can be accommodated on research projects and research teams have been disintegrating;
- the universities have been impeded in the recruitment of new faculty members, face an aging faculty and a sharp reduction in training opportunities for scientists and engineers; and
- few trained replacements will be available in 15 years when faculty who are now middle-aged retire, causing a repetition of the recruiting problems of the 1960s.

To remedy the situation, the Council of University Presidents recommends:

- that in the university sector a major over-all improvement in the climate for research be effected, including an expansion of basic research as well as the exploitation of opportunities for applied work in engineering and the natural and social sciences;
- that high priority be given to the recently prepared five-year plans of the national granting councils;
- that high priority be given to the

University experience examined

By Mark Gerson

"The idea of the university as a vehicle for ongoing self-development is somewhat different than the idea of the university as a stepping-stone to a career," says Economics professor Jon Breslau.

That notion is borne out in a study Breslau and Applied Social Science professor Dorothy Haccoun recently completed entitled *The Evaluation of University Experience: An Examination of Motives and Satisfaction*.

After polling 14,000 Concordia students, they discovered that 44 per cent chose "career preparation" as their prime motive compared to 34 per cent who cited "intellectual development".

Not a startling observation, but a timely one nonetheless. Enrolments in the arts and humanities—"fields with poor career prospects," Breslau calls them—have been declining across the continent, while areas such as business administration, engineering and computer science have experienced corresponding enrolment increases.

What impact do these findings have on the endless debate over the role of education in the seventies and eighties?



Breslau

"Some of the more progressive views on education," says Haccoun, "see the high school, as well as the university, as places to stress preparation for life, rather than preparation for a career."

According to Haccoun, the key is to teach adaptability. Job markets may change, and people have to learn how to adapt to those changes.

But not all students come to university fresh out of CEGEP, and this is particularly true at Concordia. Haccoun and Breslau found that the older the student, the more likely he or she was to choose intellectual over career motives.

"This may be due to a greater proportion of older students who

already are employed," reads their report. "Full-time students selected career preparation most often, while part-time students selected intellectual development most often."

Breslau and Haccoun also examined student satisfaction, and were surprised to discover that minority students (defined in the study as *older than 24, first language other than English, landed immigrant or part-time student*) "seemed to evaluate their university experience more favorably than the majority group".

Although Haccoun qualifies this finding as "very tentative because the study was not set up to look at that, and we're throwing together all sorts of minorities", she believes it could have a lot to do with expectations.

"Older students may have more realistic expectations," she suggests.

According to Breslau, it could also be related to the bigness of university and the fact that minority students tend to stick together.

"A minority student will naturally gravitate toward other minority students and will feel part of a group," he says. "As result, he'll tend to have a sense of place and belonging which a majority student, who is one of many, may not have."

This view matches that of an earlier study quoted in their report, which found that "intimacy with a college environment is an important determinant of perceptions of the environment."

"Those whose first language is other than English, and those who are not Canadian citizens," write Haccoun and Breslau, "may have close ties with communities outside of the university environment."

"Alternatively, for the younger, English-Canadian, full-time student, the college environment may become almost his total psychological environment and therefore be expected to fulfill an unrealistic number of needs."

Expectation is also used to explain why first-year students had a higher level of satisfaction than did final-year students.

Breslau explains that "the change from public school to university and to more freedom will naturally translate into more satisfaction." As the student becomes accustomed to the freedom, and begins to notice flaws he overlooked earlier, the satisfaction level drops.

One area that was not examined was whether students attending university for intellectual development had a higher level of satisfaction than those who were career-oriented.

Haccoun sees it as a question of

living for the present (intellectual development) versus planning for the future (career preparation).

"I think people who are future-oriented would tend to be less happy in the present, than people who are present-oriented," she suggests.

They are both certain, however, that surveying the students so the administration knows what they think is always a useful exercise.

"I think it would be useful to do something like this from time to time to test the pulse of the university," says Haccoun. "I think it's a good idea to see what students think of the university experience."

(The complete study appears in the current issue of the *Canadian Journal of Behavioural Science*.)



Dorothy Haccoun

Program on foreign students refuted

The following is an open letter written by James McBride, the Executive Director of the Canadian Bureau of International Education (CBIE), to Donald G. Cameron, the Vice President of News and Information Programming for the CTV Television Network.

Dear Sir:

On Sunday, September 30, CTV public affairs program W5 presented a report on foreign students in Canada. The principal thesis of the report was that foreign students are taking university places away from deserving Canadian students.

The report was based on both misunderstandings and a deliberate distortion of the facts. CBIE, as the principal source of information and analysis concerning foreign students in Canada, and as the only national organization quoted on the program, feels it must respond.

The following are factual errors:

1. There are 55,000 foreign students in Canada, at all levels of education, including some 20,000 in full-time university studies, rather than the 100,000 reported by W5.
2. As a consequence of point No. 1, the proportion of foreign students in our universities is far smaller than that stated by the program. Across the entire university system in Canada, foreign students make up approximately 5 per cent of the total student population.
3. There are 85 foreign students in all the medical schools in Canada, as opposed to the "more than 400"

quoted by W5.

4. The program explicitly states that landed immigrant status is easily obtained by foreign students. This is not correct; it was true prior to 1973, but it is now impossible unless, for example, a revolution overturns the government at home and the student becomes a refugee.

5. The program specifically accused the Faculty of Pharmacy at the University of Toronto of excluding Canadian students in favour of foreign students. In fact, there is not one single foreign student in that faculty.

It is apparent upon careful study of the program that most of the errors, both of fact and interpretation, are traceable to one false premise: that "foreign students" and "landed immigrants" are properly treated as a single group. A landed immigrant has been granted the right to live permanently in Canada. He will work here paying taxes and contributing to the wealth of Canada. Canada's 1976 Immigration Act in fact eliminates the "landed immigrant" terminology in favour of the more precise term "permanent resident". All of W5's expressed concerns about students leaving Canada with important skills, competing with Canadians and costing Canada money without any return on the investment, have no relation to permanent residents.

Furthermore the program insinuated in its choice of film rather than in what it said, that any student who is non-White is a foreign student. In showing pictures of non-Whites, W5 suggests that they

See CTV page 10.

First Annual Report Office of the Ombudsman

Prepared by the Office of the Ombudsman August 1979

I. Introduction

The authors of this report were all appointed as ombudsmen in June 1978. (The full-time ombudsman on the Loyola campus took office only in September 1978.) Ombudsmen have been available to both the Loyola and the Sir George Williams communities since 1971, but in December 1977 Concordia University adopted a new Code of Conduct which set out, among other things, a new structure and new terms of reference for the ombudsman's office. Our first year has been instructive and very challenging. We have tried to develop effective procedures, which has involved a certain amount of trial and error. We have made some mistakes, but have tried to learn from them, and have derived satisfaction from things well done.

We hope that this report will convey to the Concordia community at least a little of the excitement and challenge of the ombudsman's job. It is the first ombudsman's report to cover both campuses. There is a strong similarity between the types of problems on each campus, and most of what is said in the report can be taken to apply with nearly equal force to both Sir George and Loyola.

II. The role of the Ombudsman

Many people seem to be very unclear about what an ombudsman does. Some feel that an ombudsman is an advocate for the underdog. Others see the ombudsman's office as a place where a willing ear and a helping hand are always available. Still others perceive the ombudsman as an avenging angel, tearing through the evils of bureaucracy, righting all wrongs.

From time to time an administrator or faculty member may consult with an ombudsman before making a decision. This kind of deference can be very seductive, but we feel that it is misplaced, and should be discouraged in most cases. In the event that the decision later becomes subject to question, the ombudsman may be put in the compromising position of being requested to examine a decision into which he or she has already had input.

Occasionally, people are referred to the ombudsman as a means of getting rid of them. When someone has taken a position on an issue and has determined to stick by it, it makes a mockery of the office and creates ill-will and frustration to give the impression that a visit to the

ombudsman will change anything. We are not Santa Clauses and can never do more than recommend.

Those to whom we make recommendations must necessarily decide for themselves whether to accept or reject a particular recommendation, and any member of the university who accepts and implements a recommendation made by the office takes full responsibility for doing so. For while the ombudsman always tries to consider all the implications of any recommendation, he or she is not infallible, and may have overlooked some important circumstance simply because he or she is *not* an expert.

The classical model of the ombudsman is as an independent, impartial and objective third party.

"It is not the job of the university ombudsman to re-grade an examination or to re-evaluate the qualifications of a faculty member in the discipline concerned, or to re-determine the administrative action of an office of the university. It is the job of the university ombudsman to find out what are the pertinent rules, procedures and policies. It is part of that job to know if they were applied as they were supposed to be; and if they have not been, to discover if there is a valid exception present. It is part of the job, once it has been determined that the procedures and policies have been precisely followed, to ask if they are reasonable in themselves as rules, if they are equal to their burden, and if they have not become obsolete." (Murphy, Joanne Wharton, *The Ohio State University Ombudsman's Report*, 1975).

Thus, the main job of the ombudsman is concern for fairness. The service is informal and confidential, and available to any member of the Concordia community. When it is not possible to take action on a complaint while maintaining confidentiality, the ombudsman tries to make this clear to the complainant, who must then decide whether to proceed or not.

If a formal procedure exists which is relevant to a particular complaint or problem, the ombudsman normally advises the client to follow it and attempt a resolution through regular channels. During such a formal procedure the ombudsman is available to offer counsel and advice. Only when informal negotiation seems likely to prove more fruitful or less damaging or when normal channels have been exhausted, does the ombudsman decide to intervene.

III. The Structure of the Ombudsman's Office

The Code of Conduct was approved in December 1977, but the Office of the Ombudsman dates back on both campuses to 1971. On the Sir George Williams campus there were, in the past, several part-time ombudsmen, appointed normally from the ranks of full-time faculty and staff. The Loyola ombudsman was essentially a student ombudsman, usually a recent graduate, and from 1975 to 1978 was full-time.

The Code of Conduct now in effect specifies that there be one full-time and one part-time ombudsman on each campus. The full-time ombudsmen are both recent graduates, and the part-time ombudsmen are both full-time staff members.

We have found that there are many advantages to the built-in complementarities of the team. Shortly after taking office we began a practise of monthly meetings where different approaches, procedures, and even individual cases were discussed. We frequently consult with each other, and are convinced that this contributes immeasurable to our effectiveness, enabling each of us to approach more nearly to the ideal of ombudsman as fair and objective.

On the other hand, we are not convinced that the association of ombudsmen with a particular campus will be a lasting need. A significant number of cases involved persons from both campuses. The stipulation that the full-time ombudsmen be recent graduates is also open to question. Maturity and a 'feel' for how a large institution works seem to be more important qualities than recent memories of studenthood. We are pleased to report that the structures of the ombudsman's office will be the subject of a review in the coming year.

IV. Records and Case Classification

We have tried to develop a simple and workable system of classifying cases, both for record-keeping and in order to be able to report on the nature and scope of the concerns brought to the office. An internal cross-indexing system makes it possible to identify recurring complaints or chronic problem areas over the long term.

The caseload has been divided into categories by constituency, subject area of complaint and action required. Like every classification system, ours is to some degree arbitrary, many cases could have been classified in more than one way.

When more than one person is involved in a complaint, either because the initial complaint is made by a group, or because several individuals with the same complaint came independently to the office these have been counted as one case for recording statistical purposes.

Record-keeping began June 1 on the Sir George Williams campus and on September 1 on the Loyola campus; this should be remembered when data are compared by campus. All data have been tabulated separately. Appendix I consists of three tables, A, B, and C. Table A gives an analysis of the case load by action required, and is divided into seven categories. While the breakdown presented in Tables B and C, and in Appendix II, are probably unambiguous, the categories in Table A call for some explanation.

Information or Referral: Cases under this head did not always involve a complaint. Many people simply do not know where to turn with a problem. Sometimes they are not familiar with the rules and regulations that govern them, whether as students or as employees. In many instances it is sufficient to refer such clients to the university calendar, a policy manual, or similar document; occasionally the pertinent information is not so readily accessible. This type of contact with the office is not prompted by administrative error or by unfair treatment, but by frustration with the complexities inevitable in a large institution. The fact that only information is required bears little relation to the amount of time spent by the ombudsman. Certain cases in this category take many hours of work.

Complaint Unjustified: A complaint is made, but the ombudsman concludes that there has been no irregularity, error, or neglect, and that therefore the complaint was not justified. This conclusion may be reached during discussion with the client, or only arrived at after considerable investigation.

Complaint Justified: The ombudsman finds a complaint justified, and attempts to resolve the situation. This group of cases has been further divided into 'resolved' and 'unresolved'. It is inevitable that not all parties involved in a conflict will always be satisfied with the disposition of a case. A decision as to whether resolution was achieved reflects the view of the ombudsman, and is a view not necessarily shared by any others involved in the case.

Complaint Withdrawn refers to those cases in which the complainant decides not to pursue the matter.

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Sometimes the ombudsman has asked for certain information or documentary evidence which is not brought; occasionally there has just been no follow-up for reasons than cannot be determined.

No Jurisdiction covers cases that are outside the jurisdiction of the Code of Conduct. These concern both university-related problems, mainly with the Service des Prêts et bourses aux étudiants, and external matters requiring referrals to legal aid, tenants' rights associations, social agencies, the Protecteur des Citoyens, etc. In such cases we try to offer as much advice as possible, but ordinarily without becoming actively involved.

The case of a Loyola student who applied to an off-campus Canada Manpower office looking for part-time work as a waitress was no exception. The student was given an appointment for an interview at a downtown bar. During the course of the interview it was made clear to her that she would be expected to work 'topless'. The student refused the job and complained to the Manpower Office that she should have been advised of the fact that she was being sent to a topless bar. She received no satisfaction from her counsellor or the manager of the Manpower branch and was concerned that she would be disqualified from receiving Unemployment Insurance benefits for refusing work.

At this point she came to the ombudsman looking for help. The ombudsman determined that the facts, the student presented them, were accurate and brought the matter to the attention of the Director of Women's Programs for Canada Manpower, Québec Region. Both the ombudsman and the student also contacted the Minister of Employment and Immigration. After an internal inquiry, Canada Manpower has promulgated a policy stating that in future they will not refer applicants to this type of job order but will only post the jobs in their offices. Furthermore, no one will be penalized for refusing jobs of this kind.

Observer or Witness: A situation is brought to the attention of an ombudsman but no action is requested. The client may wish to inform us of something that is happening or register what seems to him or her to be a potential problem. Occasionally we have been asked to observe meetings; in other cases we have been sent copies of correspondence without any other contact being made.

Ongoing Cases: Cases not concluded by the end of the academic year (may 31, 1979).

We have recently begun a practise of sending out questionnaire cards at the conclusion of a case. The purpose of these cards is to give clients an opportunity to comment on the services of the office, and to give us an idea of our effectiveness as perceived by clients.

Cards returned to date suggest that a majority of clients were pleased with the service. It is important to remember that a client's satisfaction does not necessarily mean that the original complaint was justified or that the redress originally sought was achieved. There are cases where no redress is possible and others where no solution can be found.

V. Student-initiated Cases

The great majority of inquiries and

complaints have been made by students. More than half of student-initiated cases have concerned academic matters. The remainder covered a wide range of areas, such as rudeness, smoking, parking permits and library fines.

Academic Cases and Enquiries

In Appendix II 'Academic' is further broken down into three areas plus a these areas is course management; a list of suggestions for better course management was sent to deans and department chairs. Most of the complaints in this group are first of all complaints about an individual faculty member. Sometimes more than one student, and occasionally a whole class, have charged incompetence in the subject, failure to keep office hours, lack of preparation, absence, chronic lateness, inadequate teaching skills, insufficient clarification of evaluation criteria, absence of clear goals, and erratic or inappropriate conduct.

It is not the function of the ombudsman to judge or decide how a particular course should be taught or what material ought to be covered in it.

On the other hand, the student has not paid tuition in order to be subjected to treatment that reasonable persons could consider sexist, racist, rude, demeaning, or otherwise offensive. Faculty members have some obligations and duties which seem beyond dispute: meeting their classes at appointed times, being comprehensive in their instructions concerning examinations and assignments, and being prepared to explain or justify a grade or mark or method of grading. Most faculty members and department chairs we have approached have shown real interest in trying to resolve problems of this kind.

The second most frequent type of problem in the academic area is re-evaluation, or the appeal of a grade or a mark. Students often come to the office because they are unaware of the re-evaluation regulations. In a significant number of cases the student is aware of the regulations but feels his or her case is exceptional because the grade as such is not the focus of appeal. The student may be objecting to an alleged failure to follow procedures, either implicit or explicit, or to certain circumstances.

In one case students objected to being graded by fellow classmates; in others students claimed that the distribution of marks was not made clear at the outset; in another case, examination questions were alleged to be equivocal or trivial. Cases of this type are frequently very difficult to resolve to anyone's satisfaction.

Failed students constitute the third most common problem in the academic area. When they have been advised that they may not re-register, they come to the office to find out whether there is any channel of appeal. Most cases of failed students we have seen have been legitimate academic failures. In one instance we were convinced that a probationary re-admission was warranted on compassionate grounds, and after some discussion the office made a recommendation to this effect.

A problem raised several times by Commerce students on the Loyola campus, and occasionally by other students, is the holding of final examinations in the last week of classes.

Although this practise is contrary to university policy, it is still being ignored in some departments. We realize that despite the best efforts of the Examinations Office the official examination schedule must sometimes prove seriously inconvenient for the students and/or the instructor of a particular class. Should that be the case, we recommend that students and instructor together attempt to find an alternative date and time, and then submit the alternative time to the department head for approval.

Another source of difficulty is the coordination of multi-section courses. This, again, has been brought to our attention most often by Loyola Commerce students. If a course is a prerequisite to a more advanced level, and/or if the same examination is given in all sections of the course, it becomes vital that the various sections be coordinated and the same curriculum offered in each.

Students have complained that significantly different material was offered in different sections of the same course; others have pointed to examination questions that concerned material not touched on in their section. Investigation has also revealed cases of disparity in the pass/fail rate of different sections.

How are such situations to be avoided? Most multi-section courses do have coordinators. However, the job is often not a desirable one: no reward, tangible or intangible, may be associated with it. One way of improving the coordination function would be to attach greater importance and structure to the role of the coordinator.

Areas of responsibility should be clearly defined, adequate secretarial support made available, and there should be regular contact and meetings with all instructors. Coordination duties should be taken into account as part of the co-ordinator's regular work load, and with course remission or a compensatory stipend offered where appropriate.

Other Student-initiated Cases:

Requests for assistance in non-academic areas have included complaints of rudeness or inappropriate behaviour on the part of staff, eligibility for participation in athletic programs and on teams, problems and errors related to student records, and a wide range of other difficulties.

Some of the most difficult cases arose when staff or faculty endeavoured to be helpful to students by giving information or advice that later turned out to be misleading or completely erroneous. Such errors were nearly always made in good faith, but could have been avoided in most cases if the informant had checked with the appropriate individual or department to ensure that the information was both accurate and up-to-date. Caution is most imperative when the information or advice has to do with money or accounts, or can have monetary implications.

Indeed, money or resources played some sort of role in most non-academic cases. Inability to pay heavy library fines resulted in loss of library privileges for several students. With the help of the ombudsman, each was able to negotiate a signed contract permitting the debt to be repaid over time. Many disputes

about tuition fees can be traced to the lack of adequate channels for the transmission of information between the Registrar's Office and Student Accounts. Course changes that affect fees and changes of address are the two kinds of information that seem to cause problems.

The Loyola campus ombudsman was asked on several occasions to intercede on behalf of students who had difficulty obtaining parking permits. It is our understanding that the criteria that determine eligibility for a permit are: third year status and distance travelled, in that order. Privileges associated with senior status are a nice idea, but in view of the chronic shortage of space, possibly preference should be given to those students whose travelling distance or frequent use of heavy photographic or other equipment necessitates the use of a car. So far, no student with a legitimate need for parking space has been refused.

On the Sir George campus, several cases dealt with cigarette smoking in classes and elsewhere. The instructor of the class concerned was usually sent a copy of the no smoking regulation passed by Senate with a covering letter stating that it was his/her responsibility to enforce it. One student pointed to the lack of no-smoking signs inside the H420 & H520 amphitheatres. Physical Plant has been advised of this situation and asked to install new signs.

The Hall Building cafeteria has been another source of irritation and frustration to non-smokers. Although a no-smoking area was created, the signs indicating it have been repeatedly vandalized. As long as students continue to turn a blind eye to their fellow students' right to a smoke-free environment for both eating and learning, little progress can be expected in this regard. But if students have the courage to speak up, the problem can be resolved. A majority vote cannot reverse the Senate regulation. As long as one student objects to smoking, there is legitimate cause to enforce the ban.

Miscellaneous :

A number of cases fell into a 'Miscellaneous' classification—many of them having to do with the physical comfort of individuals. These concerned noisy loudspeakers during Carnival, bad lighting in a library, inadequate heating and uncomfortable seats in an auditorium. One student wanted to know the procedures for departmental prize-winners, another wanted to break a contract for a resident meal plan.

Concern was expressed that the lack of lockers in the men's changing room at the Athletic Complex was resulting in constant thefts of student property. During the course of our investigation we established that there had, indeed, been in excess of forty incidents of theft reported from the men's changing area whereas from the women's area, where lockers are provided, there were only two thefts during the year.

Although facilities do exist for the checking of valuables, there are no provisions for the security of clothing or other items. The building is open late when there are few people around and access is not limited or controlled. We recommended in March that lockers or some other checking system be installed and believe the question is still pending.

VI. Non-academic Staff Initiated Cases

Contacts with the office initiated by

non-academic staff are generally prompted by questions or concerns arising out of some aspect of the employer/employee relationship. These contacts have led us to believe that, in some cases, employees do not have easy access to the university personnel policies that govern the terms of their employment. Some members of the staff have appeared unaware of the existence of these policies. Others have reported that they were made to feel uncomfortable when they asked about the policies. This should not happen. The University Policy Manual should be freely available in all departments and all staff members should be encouraged to familiarize themselves with its content and advised of any changes or additions.

Four employees of organizations within the university but independent of it have approached the office in regard to what they considered were unfair personal practices. Independent organizations such as student associations and faculty clubs do not really fall within our jurisdiction. We are, however, concerned for the rights of casual and part-time employees of these organizations, particularly the rights to a grievance procedure and to notice of termination. As the university is largely responsible for funding these organizations, we have informally suggested that a solution might be a letter of agreement, in which the organization agrees to abide by certain of the University personnel policies, or alternatively, the development of written policies by the organization concerned.

VII. Academic Staff Initiated Cases

Many of the contacts initiated by faculty members concerned difficulties related to the terms of their employment and their actual working conditions. Several members of the faculty requested assistance in dealing with abusive or otherwise unacceptable behaviour from students. Others found themselves in conflict with colleagues. In a few such instances, a personality clash within a department or faculty had locked the conflicting parties into a fruitless, destructive and painful game. Such cases are very hard to resolve, as quite often consulting the ombudsman has just been another move in the game, with neither side really ready to bury the hatchet.

CUFA (Concordia University Faculty Association) has referred cases to the ombudsman from time to time, and vice versa. In addition, the CUFA executive have proved a most helpful source of information on practise and procedure, especially in the absence of a policy manual relating to faculty.

A glance at the tables in appendices I and II reveals that faculty-initiated cases amount for only about 5% of the ombudsman's case load. This figure is very often misleading in two ways. First of all, the cases initiated by faculty very often take many hours of the ombudsman's time. While it is difficult to comment on details of these cases without breaching confidentiality, it would be safe to say that in more than half, the ombudsman's first task (after hearing the client) has been to read through a usually thick file of reports, memoranda and similar material. Consequently, this 5% of the caseload accounted for much more than 5% of the ombudsman's workload.

The second way in which the 5% is misleading is because it suggests that cases involve faculty members only 5% of the time. But more than half the student-initiated cases involve faculty members, either directly (as subjects of complaints) or indirectly (as sources of information or advice). Consequently, the ombudsman is likely to spend a large proportion of his or her time in discussion with faculty members.

VIII. Organization & other Activities

One of our priorities during the first year was to make the office better known to members of the university. We have placed regular advertisements in the campus media and distributed brochures and posters on both campuses. We have also been interviewed several times both by the student press and by the *Thursday Report*, as well as on Radio CIRL. Although we have determined that most people coming to us as referred by others within the university, the response to our advertising has been significant and we hope to continue it during the next year.

Over the year we have met with several ombudsmen from other Canadian universities. Suzanne Belson attended a meeting of the Midwest Ombudsman's Conference, a group of American university ombudsmen, in April. We have spoken and corresponded with many other organizations and individuals, and have become members of the International Ombudsman's Association, based at the University of Alberta. These contacts have been valuable both in terms of development and for comparison and exchanges of information. University contacts have been supplemented by contacts with ombudsmen in business, government and industry.

We have begun to build up a small library on the role and function of the ombudsman with particular emphasis on the academic ombudsman. Members of the Concordia community who are interested in reading more about ombudsmen should feel free to contact one of us for further information.

In November 1979 the Concordia ombudsmen will be hosting the first Canadian Conference for University and College Ombudsmen and similar complaint handlers. About fifty participants are expected from across Canada and the United States. The program will include discussions on the Right to Privacy in the University, The Student as Consumer, and strategy-planning sessions to deal with difficult issues such as sexual harassment and complaints of inadequate or inept teaching.

IX. Recommendations

In most cases, the recommendations in this section have already been stated in the text. The recommendations are arranged alphabetically by subject, not in order of importance.

Exam Scheduling

We recommend that the policy of not holding examinations in the final week of classes be respected. We suggest that in classes where the official examination schedule is genuinely inconvenient, the department head be asked to approve an alternate time chosen by the students and instructor of the class in question.

Insurance

Although it has not been the subject of complaint, the ombudsmen are concerned about the lack of uniform supplementary medical insurance plan for Canadian students on both campuses. Supplementary insurance is required on Loyola campus, but no such plan is available to students registered at the Sir George campus.

It is relatively simple to ensure that members of university athletic teams

cipal source of the problem. We would like to suggest that the course change period be lengthened, but are well aware that that creates other difficulties. This may be a problem without a solution.

X. Use of the Ombudsman's Office by Constituency

The Concordia community, in 1978-79 included 28,094 persons approximately, arranged in Table A below.

Table A	Faculty	Staff*	Students
Full-time	673	1,500	10,168
Part-time	721	400	14,632
TOTAL	1,394	1,900	24,800
	Total persons	%	Total cases %
Others	-	-	10 2.3
Students	24,000	88	361 84.2
Faculty	1,394	5	22 5.1
Staff	1,900	7	36 8.4
	27,294	100	429 100.0

have supplementary medical insurance. Athletic facilities on both campuses, however, are used by many persons who are not members of such teams, and it is unreasonable to expect the Department of Athletics to police all those occasionally participating in the many activities it offers. With an increasing trend to a Concordia, rather than a campus identification, it seems desirable that a university-wide policy be introduced in this area. We recommend, therefore, that a task force be mandated to consider the question of a Concordia-wide supplementary insurance plan.

Multi-section Courses

For reasons outlined in the section on student-initiated cases, we recommend that greater importance be attached to the role of coordinator in the case of multi-section courses.

Personnel Policies

We recommend that organizations such as student associations and faculty clubs adopt personnel policies that are similar to those in force in the university.

Withdrawal Deadlines

a) Problems brought to the om-

These figures, the first for Concordia as a whole, are comparable to those published in ombudsman's office reports for the Sir George Williams campus in the past. As in the past, the percentage of the student-initiated case load is slightly below the percentage of students in the population (about 4% below). A number of hypotheses can be formulated to account for this discrepancy:

(1) students really have proportionately fewer problems than faculty or staff;

(2) students are less aware than faculty or staff of the availability of the ombudsman;

(3) students do not have fewer problems, nor are they less aware, but for some other reason or reasons, they choose to use the services of the ombudsman's office less often'

(4) finally, the discrepancy may be related to the proportions of full-time and part-time, which are different for faculty, staff and students.

Hypothesis No. 4 seemed the simplest and is also amenable to test. Is the caseload a more accurate reflection of the population of full-time persons?

Table B	Full-time persons	%	Cases	%
Others	-	-	10	2.3
Students	10,168	82.4	361	84.2
Faculty	673	5.5	22	5.1
Staff	1,500	12.1	36	8.4
	12,341	100.0	429	100.0

budsman's office indicate that students frequently have trouble distinguishing between the deadlines for academic withdrawal on the one hand, and for tuition fee rebates, on the other. We have recommended that the difference in these deadlines, and particularly the final dates for fee rebates, be clearly stated in the Undergraduate Calendar.

b) There have been several complaints from people who were unable to get a tuition fee rebate for summer session courses. In the summer session the course change period is extremely brief, and this seems to be the prin-

While hypothesis No. 4 is supported by the above table, there is insufficient information available about the caseload of the ombudsman's office to feel confident that differing degrees of use among the three constituencies of the office are really due to discrepancies in the number of part-timers. Other hypotheses suggest themselves—for example, that full-time staff are an exceptionally contented lot. This is a tempting thought, but more data are needed before it can be seriously considered as true!

Separate figures for staff and faculty for the two campuses are no longer available, for the good reason that a significant number of positions now lack a campus identity, even though the majority still have a single-campus location. Separate figures are available for the student population.

*Figures are rounded and approximate.

**Regularly-employed part-time staff only.

NOTE: For the figures in this section we are indebted to Mr. Paul Cuddihy (STUDAS) and Mr. Doug Hamblin (Institutional Research) for student figures, to the Faculty Personnel Office for faculty figures, and to Mr. John Hall (Personnel Office—SGW) for staff figures.

Page 8. The Thursday Report

Table C

	Students	Full-time	%	Full and part-time	%	Cases	%
Loyola	3,592	35		7,193	29	199	55
Sir George W.	6,576	65		17,607	71	162	45
	10,168	100		24,800	100	361	100

What is startling about Table C is the magnitude of the discrepancies between use of the office by Sir George Williams students as compared with Loyola students. As in the case of Table B, a number of hypotheses are possible.

(1) students on the Sir George campus really do have proportionately fewer problems than students on the Loyola campus;

(2) students on the Sir George campus are less aware than their Loyola counterparts of the availability of the ombudsman;

(3) Sir George students do not have fewer problems, nor are they less aware, but for some other reason or

reasons they choose to use the services of the ombudsman's office less often than Loyola students.

The first hypothesis is extremely difficult to test, nor is there any reason to suppose that it is true. A small discrepancy might be related to campus differences in that nebulous thing called educational climate; but when 29% of the population generates 55% of the problems without obvious explanation, other factors need to be considered.

The ombudsman's office at Loyola was, until September 1978, an office for student problems, staffed by a full-time person (a recent graduate). At Sir George Williams the ombudsmen were

part-time faculty or staff. It is possible that Loyola students are more aware of the availability of services, since the Loyola ombudsman, in the past, was a student ombudsman, was full-time, and had a fixed location (office), in contrast to the ombudsmen at Sir George.

Hypothesis No. 3 should not be ruled out, however. Socio-economic differences may exist between the student population of the two campuses and may well contribute to the discrepancy. If it can be hypothesized with plausibility that the part-timer is less willing to invest time and effort in resolving a problem, perhaps the typical Sir George Williams student resembles the part-timer in this respect.

Finally, it should be noted that on the Sir George campus, the Dean of Students office has traditionally acted as a complaint-handling agency. This tradition may mean that on the Sir George campus, the ombudsman's office figures represent only some fraction of the potential student caseload.

In conclusion, we would like to express our thanks and appreciation to the many members of the University to whom we have turned this year for information, assistance and counsel. Their co-operation and encouragement, and their willingness to listen, discuss and explain has contributed immeasurably to what has been accomplished.

Frances Bauer
Sir George Williams Campus

Beatrice Pearson
Loyola Campus

Suzanne Belson
Loyola Campus

Baniel Reicher
Sir George Williams Campus

Appendix I
Analysis of Caseload

Loyola campus	Sir George Williams Campus
September 1, 1978-May 31, 1979	June 1, 1978-May 31, 1979

Table A

Action Required	Loyola campus		Sir George Williams Campus	
Information or Referral	82		108	
Complaint Unjustified	29		21	
Complaint Justified	75		58	
Unresolved - 15			- 13	
Resolved - 60			- 45	
Complaint Withdrawn	8		5	
Observer or Witness	15		6	
No Jurisdiction	15			
Ongoing	4		3	
	228		201	

Table B

	Loyola	Sir George Williams
Undergraduates	193	149
Graduates	6	13
Faculty	12	10
Staff	10	26
Other*	7	3
	228	201

Table C

	Loyola	Sir George Williams
June		20
July		13
August		16
September	35	23
October	14	18
November	28	8
December	12	11
January	33	26
February	13	10
March	37	25
April	26	15
May	30	16
	228	201

* The category 'other' can refer to alumni, to persons who applied to the University but were not admitted, to private students of faculty members, etc.

Appendix II
CLASSIFICATION OF CASES BY SUBJECT OR AREA OF COMPLAINT

Loyola Campus	Sir George Williams Campus
September 1, 1978-May 31, 1979	June 1, 1978-May 31, 1979

STUDENT

Academic	127	83
Course Management	58	27
Re-evaluation	25	29
Failed Students	10	9
Miscellaneous	34	18
Records	13	8
Accounts	10	7
Admissions	9	17
University Policy & Procedures	3	11
Staff Behaviour	2	5
Student Associations	2	6
Book Store	1	2
Library	3	1
Security	5	-
Athletics	3	-
Miscellaneous	21	22
	199	162

NON-ACADEMIC STAFF

Policies & Procedures	4	13
Working Conditions	5	6
Miscellaneous	1	7

ACADEMIC STAFF

Policies & Procedures	8	3
Working Conditions	1	4
Student Behaviour	3	-
Miscellaneous	-	3

OTHER

TOTAL:	7	3
	228	201

Canada's peace keeping role is problematical

By Beverley Smith

Canada has played, and will continue to play, an active role in UN peacekeeping missions. If the success of such operations is to be ensured, however, serious problems remain to be ironed out.

That's the message delivered by Norman MacDonald at a meeting of Montreal's United Nations Organization held at Concordia last Thursday.

MacDonald was speaking on "Canadian Peacekeeping in the UN". As a member of External Affairs' Defense Relations Division, MacDonald is currently concerned with Canadian peacekeeping operations in Cyprus.

Canada, says MacDonald, has acquired considerable experience in peacekeeping since first becoming involved in UN peacekeeping operations, shortly after the end of World War II.

It has taken part in four major peacekeeping operations: the United Nations Peace Supervisory Organization (established in 1948 to ensure a ceasefire between Israel and its neighbours); the United Nations Emergency Force in the Sinai (set up in 1973); the United Nations Force in Cyprus (dating from 1974); and the United Nations Emergency Force in Lebanon (established in March 1978).

Canada has also participated in two observer missions: in Kashmir, observing the ceasefire line between India and Pakistan, and on the Golan Heights with the United Nations Disengagement Observer Force.

As a "midwife to peacekeeping" during the Suez crisis in 1956, Canada was instrumental in sponsoring a solution that allowed our French and English allies to withdraw peacefully and defuse the conflict, says MacDonald.

Similarly, Canada stepped in, in 1964, to prevent an escalation in Cyprus when NATO allies Greece and Turkey were on the brink of war.

As a result of this involvement and its lack of a "colonizing history", Canada is generally viewed as a "desirable contributor" to UN peacekeeping operations, says MacDonald.

Thus far, it has been one of the few "advanced" countries participating in peacekeeping which is able to supply troops and technical "know-how" and, at the same time, sustain the financial burden entailed.

However, says MacDonald, a number of problems continue to plague UN peacekeeping efforts. No solution has yet been found to these problems,

he says, because of the lack of agreement among member nations due to ideological differences.

So far, says MacDonald no UN agreement or guidelines have been produced on an "internationally recruited standby force", which could serve as a permanent UN peace force.

This stems partly, he says, from the lack of consensus over what degree of authority the UN Security Council should have over the Secretary-General in the day-to-day running of peacekeeping operations.

For "greater efficiency", says MacDonald, Canada and the West would accord maximum authority to

leary of an international force that could be placed at the disposal of an international organization."

These countries says MacDonald, think that the idea of a permanent force may somehow be linked with the notion of "supra-nationality", whereas the UN is an "instrument of nations", answerable to them.

Financing is another area of controversy. Canada, says MacDonald, takes the view that financing of peacekeeping operations should be duly apportioned to all members of the UN General Assembly, since peacekeeping operations contribute to "international peace and security".



Canadian peacekeeping troops in the Sinai

the UN Secretary-General in this area, but the Soviet Union and France insist that the Council retain control over the daily peacekeeping operations.

(In practice, the Secretary-General looks after the general operations of peacekeeping forces, keeps the Security Council informed of any developments and asks the Council for a decision on major changes such as the renewal of a peacekeeping force's mandate to operate.)

Another reason the idea of a permanent peacekeeping force has not taken hold, says MacDonald, is because of the "aspect of selfishness in the modern international era.

"Many countries, including Canada," MacDonald explains, "are jealous of their national sovereignty. They are

This view, however, is not shared by other nations, who think that, in cases of conflict, the "aggressor" should pay or that the Security Council, and not the General Assembly, should decide how costs should be met. Some countries have refused to contribute to peacekeeping altogether, or are behind in their payments.

In 1964-65 says MacDonald, disagreement on the peacekeeping debt from the first United Nations Emergency Force in the Congo almost led to a breakdown of the UN when the United States tried to deprive the U.S.S.R. of its voting privileges because it was behind in its assessments.

A "significant number of countries" have refused, says MacDonald, to pay

the money they owe towards recent UN peacekeeping operations in Lebanon.

The United Nations emergency force in Cyprus, also financed on a voluntary basis, is now \$65 million in debt, and pressure is mounting for Canada to reduce or terminate its involvement in that operation.

The use of force by peacekeeping units is another sore point. Traditionally, no force is to be used by peacekeeping missions except in self-defence, when they are being attacked.

The present situation in Lebanon, says MacDonald, calls for "extreme caution". So far, the peacekeeping force there has sustained the highest number of casualties of any UN emergency force. Soldiers are being caught in crossfires between right-wing Christian militia and left-wing Lebanese Muslims and Palestinians are being blown up by land mines.

Another problem encountered in peacekeeping is when the "host" country, receiving the peacekeeping force, resorts to arbitrary restrictions, delays at points of entry and other forms of "harrassment". Unfortunately, the UN because of a "lack of status of forces agreement", has no form of retaliation.

Finally, long-range planning for peacekeeping forces is very difficult, says MacDonald, since there is not enough "lead time" before a peacekeeping force is set up. This problem is compounded by its short mandate of only six months to a year's duration.

"It takes time," he says, "to get supplies into the field. The staff is small and there is no quality inspection. Insufficient material of poor quality often arrives too late in the field".

Moreover, for this, Canadians are blamed, since Canada's been in charge of supplies and logistics in a couple of recent peacekeeping operations, says MacDonald.

"What does this all mean?" asks MacDonald. Canada has been involved in peacekeeping for a long time. It's "one of the few mechanisms found by the world community to prevent or moderate international conflicts."

"But," he says, "it's utility is limited. It hasn't always contributed positively to the solution of a conflict."

"It could," he says, "delay the resolution of problems and inhibit peacemaking. But it will remain a continuing feature of world politics and an important aspect of Canadian participation in the UN."



Concordia Orchestra season begins

The 1979 Concordia Orchestra season gets underway on Monday evening (October 29) with a program of Brahms, Vivaldi, Couperin and Haydn, and featuring soloist Hélène Gagné.

The free concert will take place at 8:30 p.m. in the Loyola Chapel.

Cello Hélène Gagné will join the orchestra in Vivaldi's *Concerto in E minor for cello and string orchestra* and Couperin's *Pièces en concert pour violoncelle et cordes*. The orchestra will also perform Haydn's *Symphony no. 88* and Brahms' *Tragic Overture*.

opus 81.

Ms. Gagné has received critical acclaim throughout Europe and Great Britain, as well as in Canada where she was awarded first prize at a CBC National Competition and in the U.S., where she made her début at New York's Carnegie Hall.

A former pupil of Pablo Casals, Ms. Gagné was awarded the first "Licence de Concert" given by the Lausanne Conservatory since its establishment in 1863.

The orchestra season will continue with concerts on December 8, February 16 and March 29. MG

CUFA executive

The elected executive offices of the Canadian University Faculty Association (CUFA) for 1979-80 are as follows:

John Drysdale President
Dan Otchere Vice President
Tony Hilton Vice President
Michael Hogben Secretary
Bruce English Treasurer
Arpi Hamalian Vice President
Dennis O'Connor Past President

The main appointed officers are:

J. Tascone, Chairman, Salary Model Committee
J. Adams, Chairman, University Government Committee
R. Tittler, Chairman, Grievance Committee

The CUFA office is Annex RG - Room E. The phone is 482-0320, Local 692. Mrs. Joan Rimkus, the office secretary is on duty Monday through Friday, 9:00 a.m. to 3:00 p.m.

Teaching Development Grants for Faculty

- to develop teaching materials
- to introduce improvements or innovations into a course
- to attend workshops or training sessions to do with teaching
- to design departmental projects

For information and application forms, call the Learning Development Office, 482-0320, locals 397, 695. Deadline for application is November 23.

Concordia awards Senior Scholarships

By Louise Ratelle

Yvette Olson is working on her third Bachelor of Arts degree, D.H. David is doing a BA in Andragogy, and Blanche Liberman is hoping to improve the quality of her writing by taking a degree in English Literature.

None of this would be unusual, except for the fact these three, along with Katherine Hearn and Ann Pawson, are between 62 and 72 years of age, and have received one of Concordia University's five annually-awarded Senior Scholarships.

"The students don't care," said Ms. Pawson, when queried about the younger students' reactions to her return to school. "They accept me without question. I'm just another student to them."

Ms. Pawson hopes to take her degree in Canadian History, with an emphasis on the native peoples of Canada.

Mrs. Olsen's BFA in Studio Art is simply another in a long list of academic and "life" accomplishments. In 1973 she received her Bachelor of Arts degree—majoring in French and Spanish—from Sir George Williams University and this summer collected another in translation from Concordia.

Employed for many years as a teacher and translator, Mrs. Olsen is now retired and pursuing a lifelong hobby—painting.

"Eventually I'd like to open my own

crafts shop," she says. Her experience in the fine arts discipline is extended to ceramics and art history, as well as painting.

David H. David has an extensive—and international—background as a teacher. Receiving his early schooling in Calcutta, he moved on to London to become headmaster of Warwick House School there. From 1964 until his retirement in 1973, he served as a maths teacher, guidance counsellor and student council advisor in Val d'Or, Quebec. Since then, he has taken a Diploma in Education from MacDonald College and an MA in Guidance and Counsellor Education from the State University of New York at Plattsburgh.

The \$500 Senior Scholarships, awarded for one year initially and renewable for a maximum of four years, are open to any prospective student over 60 years of age. Winners must take at least 18 credits annually in an undergraduate programme or be enrolled full time in a graduate programme. Awards are made on the basis of academic background and/or "life experience" and an interview.

Potential students over the age of 65 may currently take free courses at Concordia University, but only in the independent sector. Independent enrollees are not part of a recognized academic programme leading toward a degree.

CTV continued from page 4.

are all "foreigners". It does not recognize the possibility that an oriental face can belong to a Canadian citizen, whose family may have been in Canada for several generations. A foreigner is anyone who looks foreign, and "Canada is being suckered as a nation" by other countries. Such manipulative use of words juxtaposed with pictures, appeals to the worst instincts of an audience.

Canadian universities currently have some 20,000 foreign students, students from other countries who will leave Canada when they complete their studies.

As W5 stated, these students are concentrated in technical and technological programmes, for the same reasons Canadians are gravitating to such programmes: usefulness in the job market. Such programmes in Canadian universities fall into two categories;

- a) those in which there are enough spaces for all qualified Canadians, and
- b) those in which there are real shortages of spaces.

Nearly all the foreign students are in the former category, which is already accommodating all qualified Canadians. The oversubscribed programmes such as medicine, dentistry, pharmacy and law are closed to foreign students under

most circumstances; only Canadians are admitted. So while there are Canadian students who cannot get into the program of their choice, they are being kept only by lack of spaces overall, not by foreign students.

It is also true that the spaces occupied by foreign students cost Canadian tax dollars. But the funds brought into Canada from abroad for students' living expenses at least equal, and may exceed, the actual expenditure by Canada. W5's statement that tuition amounts to only a fraction of the total cost of a university education deliberately ignores these additional funds.

As CTV's major public affairs program W5 has a responsibility to research its facts properly and to weigh its opinions carefully. There is no room for slanted social commentary disguised as a news program. It is regrettable that the program approached the question of foreign students as it did. As a result there is a real danger, now that the largest group of foreign students is from places other than North America and Western Europe, that any discussion of foreign student issues will be tinged with racism and xenophobia. CTV's treatment of the issue, unfortunately serves to encourage this approach.

Simone de Beauvoir

continued from page 1.

experience."

She questioned Verthuy's recent statement that students often didn't show up to work on committees and that only full-time faculty did.

"That wasn't my experience," she said.

Nemiroff stated that claims of only a minority of students attending assembly meetings were spurious.

Nemiroff also declared that there had never been any distinction made between full- and part-time faculty until the meeting of June 28 when a "self-appointed advisory committee to appoint a co-ordinator of women's studies (composed solely of full-time faculty members) met and decided that the women's studies program should no longer be interdisciplinary."

They also, said Nemiroff, got rid of the conferences, where students could meet in small groups and talk about what they were studying. The conferences, she noted, were valuable because they "were non-judgemental, since there were no lecturers."

Tutors in the institute, Nemiroff also charged, are now chosen by "unknown criteria."

"All part-time tutors," she said, "have disappeared. Two had their contracts cancelled and one left."

According to Nemiroff, there's no doubt "part-timers have been shabbily treated." She was happy, she said, that part-timers were now beginning to organize and demand better treatment.

"There's a clear ideological conflict," Nemiroff summed up: "to whom does the institute belong?"

"Is it to attract bodies for *per capita* grants or is it for the women of Montreal?"

The thrust of Verthuy's article, as published in last week's *Thursday Report*, she said, is that the institute belongs to "the women and men called tutors, to those people who'll be there until they die or retire."

The concept of feminist education, apparent when the institute was founded, said Nemiroff, has now been totally lost.

First-year Women's Studies student Pamela Walker, who came from England to do Women's Studies at Concordia, expressed her disappointment with the institute.

"I found out about the Simone de Beauvoir Institute in England," she said. "I was attracted by the idea of a college where I could meet with other women students, share experiences and learn leadership skills."

"It was the only reason I moved to Montreal and Canada. I'm appalled I came all this way for something that wasn't here."

Walker accused the institute of false advertising in its publicity pamphlet and in the university calendar. The "collective life" women enjoy, described

Dialogue in Depth

The Dialogue in Depth series of 1979/80, organized by Prof. Audrey Bruné and under the aegis of the Simone de Beauvoir Institute, will begin at the end of the month. The entire series will be held in the main lounge of the Simone de Beauvoir Institute, 2170 Bishop.

- Tuesday, October 30, 12:00 - 2:00 p.m.
Back in the Garden: The Dialectable Apple.
Prof. Charles Davis, Religion, SGW
Prof. Audrey Bruné, English, SGW
Prof. Michael Oppenheim, Religion, SGW
- Tuesday, November 6, 12:00 - 2:00 p.m.
Wholeness and Personhood: Is There One Sex or Two?
Prof. Edmund Egan, Philosophy, Loyola
Prof. Susan Drysdale, Sociology, Loyola; Women's Studies
Prof. Michael Fahey, Theology, Loyola
- Tuesday, November 27, 12:00 - 2:00 p.m.
Feminism and Human Liberation: The Double Axe or the Two-edge Sword?
Prof. George Rudé, History, SGW
Prof. John Ryan, Theology, Loyola
Prof. Norma Josephs, Women's Studies
Immoderator: Prof. Audrey Bruné
- Wednesday, January 9, 12:00 - 2:00 p.m.
Women and Language: Is the Mother Tongue Tied?
Prof. Mair Verthuy, French, SGW; Principal, Simone de Beauvoir Institute
Prof. Patsy Lightbown, TESL Centre, SGW
Prof. Sheila Mullett, Philosophy, SGW
Immoderator: Prof. Audrey Bruné
- Wednesday, February 6, 12:00 - 2:00 p.m.
Feminine Humour: Women Delivering the Word.
Prof. Patricia Morley, English, SGW
Prof. Gary Geddes, English, SGW
Immoderator: Prof. Audrey Bruné
- Wednesday, March 5, 12:00 - 2:00 p.m.
Imaging Anew: New Ways of Being Together.
Prof. Howard Fink, English, SGW
Prof. Sheila McDonough, Religion, SGW; Associate Principal, Simone de Beauvoir Institute
Prof. David Ketterer, English, SGW
Immoderator: Prof. Audrey Bruné

in the calendar listing, and the supportive and exemplary environment, she said, "are simply non-existent."

"When I went to the institute," she said, "no one was there. The lounge was locked. The institute was full of professors who asked me what I was doing there. Yet the university continues to use the same pamphlet."

The Women's Studies course, said Walker, is no longer interdisciplinary, which was what attracted her to Concordia in the first place.

"The course has been totally changed. They're only doing one archetype: the *mother* (as opposed to six archetypes in the original course). This is in no way pulling together the other things I'm doing. It's a very disjointed program."

"It's a shame," said Walker. "It doesn't have to happen this way. It's terrible that they destroyed their own program."

Enrolment in the introductory course, Walker indicated, has dropped from around 100 students (last year) to 11.

When asked by a member of the press

what they wanted from the administration, Elizabeth Bolton replied on behalf of the students present:

"We want the course to be reinstated on its original principles."

"We want a discussion to take place on the relation between the Simone de Beauvoir Institute and Woman's Studies. This has never been acknowledged."

The students remained skeptical, however, that these demands would be met. Instead, they indicated their intention of establishing an alternative institute outside the university, where "course activism" could take place.

"We're now attracting some talented, interested people," said Nemiroff. "So far we have about 75-80 people. People are even willing to put money into a new institute, that will live up to Simone de Beauvoir's name."

"It will be a model, external to any established educational institution," she added.

As for where it will be located, Nemiroff commented: "I hear there's a nice place—unused—at 2170 Bishop."

NOTICES

Continued from The Backpage

Commerce grads. Briefing session — October 25 from noon in Vanier Auditorium, for Imperial Life. Undergraduates — Part-time and summer jobs are posted at our office, 6931 Sherbrooke West.

LACOLLE CENTRE: "A Pot-Pourri of Learning": Inviting those who have skills in any area of interest to others to join us in a shared teaching/learning experience. From November 9 to 11. Please call 482-0320, ext. 344 or 494 for information.

LACOLLE CENTRE RESERVATIONS: Deadline for written requests for weekends in the January-April term at Lacolle is November 16.

FAMILY SAKTING: On October 27 and November 3 at the Rink, from 3 to 4 p.m. Free. Also, free skating for all (without sticks) after all Friday night varsity hockey games. For complete skating schedule, please refer to the list on the door of the rink.

CAMUPS MINISTRY (LOYOLA): Mass is celebrated on Sundays at 11 a.m. and 8 p.m., and weekdays at 12:05 p.m. The Chapel is open daily for prayer and reflection, and a prayer room is available for Muslim students.

CHRISTMAS BASKETS: The drive to help needy families will begin one month before Christmas. Any students, staff or faculty who would like to plan and coordinate this program should contact Bob Gaudet at Belmore House, 482-0320, ext. 243.

GAMES CLUBS: Pool, ping pong, chess and backgammon clubs are being formed and will feature various competitions and tournaments. Sign up now at the Campus Centre Programme Office. For more information, contact Shelley Marshall at 482-0320, ext. 330.

DEAN OF STUDENTS OFFICE (LOYOLA): The Office is offering a programme development service to members of the Loyola community. Programmes developed in the past or projected for this year are a lifestyles symposium, débats-midi, workshops on leadership and communication skills, and more. If you are interested in helping plan some activities or in launching your own, contact Don Boisvert at 482-0320, ext. 341 or visit the office at AD-135, Loyola campus.

ARCHAMBAULT PRISON VISITS: Anyone interested in joining a group to visit the inmates at Archambault Penitentiary should contact Belmore House at 484-4095 or 482-0320, ext. 243.

SKATING WITH THE BLIND: Each Friday, from 8:30 to 10 a.m., Belmore House sponsors skating with blind children at the Athletic Complex Rink. Students are needed to help children lace up and walk or skate with them on the ice. If interested, please call the Campus Ministry at 484-4095 or 482-0320, ext. 243.

RECORD LIBRARY: Anyone with Concordia University ID may borrow up to 3 records for 14 days at no cost from the Music Department's record library. The library is located at RF-211-04 on the Loyola campus and is open weekdays from 10 a.m. to 4 p.m.

RIDER/DRIVER BOARD: This notice board is for the use of any Concordia student wishing a ride or having one to offer, local or long-distance. It is located beside the front desk in the Campus Centre.

OFFICE OF THE OMBUDSMAN: Any member of the Concordia University community (faculty, staff, administrator or student) is free to seek the services of the Ombudsman. Call 482-0320, ext. 257 or drop into AD-104 or AD-116 on the Loyola campus, or phone 879-4247 (2130 Bishop, Room 104) on the SGW campus.

CANADIANS & INTERNATIONAL

STUDENTS: Any family or individual interested in inviting an International Student into their home for an evening, a weekend or a week, should contact Issifu Harruna or Bill Loucks in AD-135 on the Loyola campus, or call 482-0320, ext. 346.

The Thursday Report is published weekly during the fall/winter session by the Public Relations Office, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M8. Circulation for this issue: 8,000 copies.

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THE BACKPAGE THE BACKPAGE

EVENTS

Thursday 25

GEORGIAN CHRISTIAN FELLOWSHIP: See Wednesday.

LESBIAN & GAY FRIENDS OF CONCORDIA: Meetings every Thursday from 4 p.m. to 6 p.m. in H-505-1. All welcome.

PHILOSOPHY DEPARTMENT: Guest speaker Prof. Alex C. Michalos, University of Guelph's Philosophy Department, on *The Quality of Life Measurement* at 8 p.m. in H-110; SGW campus.

MATURE STUDENTS' CENTRE: How to Write a Term Paper, presented by Grace Chaki, 4 - 6 p.m., in H-462-6. SGW campus.

THIRD WORLD STUDIES WORKING GROUP: Awareness Week: *The Right to Eat* — films: *Hunger - La Faim* and *The U.S. Food Machine* at 5 p.m. in the Vanier Auditorium, Loyola campus. The films will be followed by an animated discussion. Free dinner will follow in the conference room IN-2, Campus Centre, Loyola campus.

MEDITATION: Free course given by a student of Sri Chinmoy at 8:30 p.m. in H-617, Hall Bldg.; SGW campus. For further information call 282-0672.

GEORGIAN CHRISTIAN FELLOWSHIP: A play - *The Marriage Feast* by the 'YWAM' Theatre and Dance group from Dunham, Quebec, 1 - 2 p.m., on the mezzanine, Hall Bldg.; SGW campus.

ART GALLERIES: Fine Arts Graduate Students' Fall Exhibition, until Nov. 13. Today, vernissage, 7:30 - 10 p.m., on the mezzanine, Hall Bldg. SGW campus.

AMATEUR RADIO CLUB VE2 CUA: Worldwide radio contest Friday Oct. 26, 8 p.m. - Oct. 28, 8 p.m. People needed to operate radio and keep logbook for contest. Sign up at room 644, Hall Bldg. SGW campus.

DISCO: From 8 p.m. in the Campus Centre Pub, with 'Friendly Giant'.

LECTURE: Rita Mae-Brown, author of *Rubyfruit Jungle* and *Six of One*, will speak on "Art: Morningstar of the Revolution" at 8 p.m. in Room 132 of the Leacock Building, McGill University. Tickets are \$1 for students with ID; \$2 for the general public.

SHARED SUPPER: Please note that there will be no shared supper this evening at Belmore House. **ART PRINT SALE:** Featuring reproductions, great masters, Eskimo prints and more. From 9 a.m. to 5 p.m. in the Campus Centre's Main Lounge. Free.

Friday 26

POETRY: Bill Bissett will read selections from his work at 8:30 p.m. in H-420. SGW campus.

SENATE: Meeting at 2 p.m. in the Conference Room, Protestant School Board of Greater Montreal (corner Fielding and Cote St-Luc).

CINEJAZZ CONCORDIA: Full-length documentary *The Sound of Jazz* (1957) at 8 p.m. in H-110. Tickets at Info. Desk, SGW campus. For more call 482-0320, ext. 616 or 879-2852.

BUS TOUR: A bus tour of Montreal, to include visits to Notre Dame Cathedral, the Olympic Stadium and Man and His World, will leave the Loyola campus at 1 p.m. today. Meeting time is 12:30 p.m. outside AD-135, and cost is \$3. Please register in advance for the tour with Bill or Diane in the Dean of Students Office, AD-135, Loyola Campus.

SKATING: There will be a skating party from 8 to 9:30 p.m. for all Concordia staff, faculty and students at the Concordia rink. To be followed by skating time (with sticks) from 9:30 to 11 p.m.

ART PRINT SALE: For details, see Thursday 25.

DISCO: From 8 p.m. in the Campus Centre Pub with "Starlite".

WOMEN'S HOCKEY: At John Abbott, 6 p.m.

Saturday 27

CONSERVATORY OF CINEMATOGRAPHIC ART: *What Price Hollywood* (George Cukor, 1932) with Constance Bennett, Lowell Sherman,

Neil Hamilton and Gregory Ratoff at 7 p.m.; *Hamlet* (Laurence Olivier, 1947) with Laurence Olivier, Jean Simmons and Eileen Herlie at 9 p.m. in H-110; \$1 each. SGW campus.

HALLOWEEN DISCO PARTY: From 8 p.m. in the Campus Centre Pub, with "Friendly Giant". Free with costume; \$1.50 without costume.

CONCERT: The vocal group *Crossroads* will perform tonight and tomorrow night at 8:30 in the F.C. Smith Auditorium, Loyola campus. Admission is \$3.

Sunday 28

CONSERVATORY OF CINEMATOGRAPHIC ART: Children's series - *Jail Breakers* (Terry Toon), *Baby Show* (Terry Toon), *Aladdin's Battle* (Terry Toon), *Golden Goose* (Terry Toon), *Betty in Blunderland* (Betty Boop), *Mickey and the Lilliputians* (Walt Disney), *Bold King Cole* (Felix the Cat), *Spooks*, *Honey Land*, *Villain Pursues Her*, *Waif's Welcome*, *First Snow and Riot on Ice* (Abbot & Costello) at 3 p.m. in H-110; 75¢. SGW campus.

CONSERVATORY OF CINEMATOGRAPHIC ART: *Hamlet* (Tony Richardson, 1969) with Nicol Williamson and Marianne Faithfull at 7 p.m.; *A Star is Born* (George Cukor, 1954) with Judy Garland, James Mason, Jack Carson and Charles Bickford at 9 p.m. in H-110; \$1 each. SGW campus.

CONCERT: For details, see Saturday 27.

SUNDAY EUCHARIST: At 11 a.m. and 8 p.m. in Loyola Chapel. Celebrant: Bob Nagy.

OPEN RUN: From the SGW campus to the Loyola campus, leaving the Hall Building at 1 p.m. sharp. Please register for the run at 2160 Bishop (879-5840) or at the Loyola campus Athletic Office (in the Complex, 482-0320, ext. 739).

SOCCER: McGill at Concordia, 1 p.m.

Monday 29

CONSERVATORY OF CINEMATOGRAPHIC ART: *Au secours* (Abel Gance, 1923) and *Le crime de M. Lange* (Jean Renoir, 1935) (English subt.) with René Lefèvre, Jules Berry, Florelle, Nadia Sibirskaia and Sylvia Bataille at 8:30 p.m. in H-110; \$1. SGW campus.

HISTORY, GEOGRAPHY & CANADIAN STUDIES: Prof. Morris Zaslow, Canada's distinguished and prolific historian of the North, speaks on *One Hundred Years of the Arctic Islands, 1880-1980: Past and Present* at 10 a.m. in room H-535-2, Hall Bldg.; SGW campus.

JEWELLERY SALE: From 9 a.m. to 5 p.m. in the Campus Centre's Main Lounge, featuring gold and silver jewellery at half price. Continuing until Wednesday 31.

BROWN BAG LUNCH: Dr. Marilyn Taylor will discuss *Learning From the Inside Out — the Learner's Perspective on Learning* at 1 p.m. in H-501, SGW campus.

LIVING AND LOVING IT: A programme which explores the total person, to run today through November 2 from noon to 2 p.m. in the Campus Centre, Conference Rooms 1 and 2. Today: *The Physical: Healthy and Loving It*. For information, call 482-0320, ext. 341.

CLASSIC LECTURE: Professor J.A.S. Evans of the University of British Columbia speaks on *Oral Traditions in Herodotus* at 8 p.m. in Vanier Auditorium, Loyola campus.

CONCERT: The Concordia Orchestra will perform works by Brahms, Vivaldi, Couperin and Haydn at 8:30 p.m. in the Loyola Chapel. Soloist will be cellist Hélène Gagné. Free. For information, call 482-0320, ext. 614.

Tuesday 30

CONSERVATORY OF CINEMATOGRAPHIC ART: *Mother* (Vsevolod Pudovkin, 1926) with Vera Baranovskaya, Nikolai Batalov, Alexander Chistyakov and Ivan Koval-Samborsky at 8:30 p.m. in H-110; \$1. SGW campus.

DIALOGUE IN DEPTH: Back in the Garden: The Dialectable Apple with Profs. Charles Davis, Religion, Audrey Bruné, English, and Michael Oppenheim, Religion, 12 noon - 2 p.m. in the main lounge of the Simone de Beauvoir

Institute, 2170 Bishop St.

LIVING AND LOVING IT: For details, see Monday 29. Today: *The Economic Working and Loving It*.

JEWELLERY SALE: For details, see Monday 29.

WOMEN'S HOCKEY: Huntingdon at Concordia, 8 p.m.

MUSIC/FILM SERIES: Today: An examination of piano sound through 250 years. From noon to 1 p.m. in AD-128, Loyola campus. Free. For information, call 482-0320, ext. 249.

Wednesday 21

CONSERVATORY OF CINEMATOGRAPHIC ART: *O Lucky Man* (Lindsay Anderson, 1973) with Malcolm McDowell, Rachel Roberts and Ralph Richardson at 8:30 p.m. in H-110; \$1. SGW campus.

SOCIOLOGY & ANTHROPOLOGY

DEPARTMENT: Colloquium - Dr. Kenneth Dempsey, Adjunct Professor of Sociology from La Trobe University, Australia, speaks on *Successful Aging: A Case Study* at 4 p.m. in the Harold Potter Lounge, 1405 Bishop Street, room SA-100-4. SGW campus.

JEWELLERY SALE: For details, see Monday 29.

ROCK 'N ROLL PUB NIGHT: From 9 p.m. in the Campus Centre Pub, featuring Mike Mackell. Free.

LIVING AND LOVING IT: For details, see Monday 29. Today: *The Emotional: Our Emotions — Trick or Treat?*

Thursday 1

CONSERVATORY OF CINEMATOGRAPHIC ART: *A Married Couple* (Allan King, 1969) with Bill and Antoinette Edwards at 7 p.m.; *Lumière* (Jeanne Moreau, 1976) (French) with Jeanne Moreau, Francine Racette, Keith Carradine and Lucia Rose at 9 p.m. in H-110; \$1 each. SGW campus.

CENTRE FOR MATURE STUDENTS:

Workshop on *How to Improve Reading & Study Skills* by Doreen Osborne, 3:30 - 5:30 p.m., in H-440-8, Hall Bldg. All are welcome to attend. SGW campus.

LIVING AND LOVING IT: For details, see Monday 29. Today: *The Spiritual: Exploring Prayer*.

RECITAL: Mezzo-soprano Mary Lou Basaraba and pianist Allan Crossman will give a recital of concert and folk music, with works by Britten, de Falla, Ives, Gershwin and others, from 1 to 2:30 p.m. in RF-201, Loyola campus. Free.

DISCO: From 8 p.m. in the Campus Centre Pub, with "Flyer".

Friday 2

DISCO: From 8 p.m. in the Campus Centre Pub, featuring "Starlite".

HOCKEY: Laval at Concordia, 7:30 p.m.

FACULTY OF ARTS & SCIENCE: Council meeting at 2:15 p.m. in AD-128, Loyola campus.

CONCERT: Folksinger/songwriter Sylvia Tyson will give her first Montreal concert at 8 p.m. in the F.C. Smith Auditorium. Tickets are available at the Information Desk in the Hall Building and at the Simone de Beauvoir Institute (2170 Bishop or 7079 Terrebonne), for \$6 (\$4 for students). Phone 879-8521 or 482-0320, ext. 715 for more information.

LIVING AND LOVING IT: For details, see Monday 29. Today: *The Social: Playing and Loving It*.

CLASSIFIED

TO SUBLLET: Darkroom or artist studio space close to Sir George, \$75 monthly. Call 933-8804 or 843-3482.

TO LET: Semi-detached cottage, Outremont Avenue in front of park and behind tennis, 4 bedrooms, basement, garage, \$800/month. Telephone evenings 272-6637.

FOR SALE: Nikon EM black body and MD-E motor drive, all \$350. Very new, used once, 1 year guarantee. Call Al at 879-5962.

WANTED: Floor hockey referees or

teams/players to participate in the Quebec Senior Floor Hockey League. Referees are paid \$7 per game. For information, call Dominic at 721-7917 or Tony at 653-2421, ext. 24.

SUBLET IMMEDIATELY: 2 1/2, heat, hot water, taxes paid. \$135. Sherbrooke and Melrose area. Call Barbara at 482-0320, ext. 211.

NOTICES

SPRING 1980 POTENTIAL GRADUATES: If you are an undergraduate student who will have completed the requirements for your degree by the end of the Winter 1980 session, it is mandatory that you submit a Spring 1980 degree application in order to be considered for graduation at that time. (Please note that students who finish in December are also candidates for the Spring 1980 convocation, rather than the Fall 1979 one.)

The forms are available at and must be submitted to the following offices immediately: Loyola Campus: Registrar's Services, Central Building, Room CC-214; Sir George Williams Campus: Registrar's Services, Norris Building, Room N-107. The application deadline is January 15, 1980.

SPRING 1980 POTENTIAL CERTIFICATE GRADUATES: If you are a Certificate student who will be completing the requirements for Spring 1980 i.e., by the end of January session you must submit a Certificate application form in order to be eligible for the University Certificate.

Applications forms are available immediately at the Registrar's Services Department on either the Loyola Campus Central Building, Room CC-214 or Sir George Williams Campus Norris Building, Room N-107. The forms must be returned there and the deadline date is January 15, 1980.

GUIDANCE INFORMATION CENTRE: Application deadlines for the next graduate and professional school admission tests.

G.R.E. (Graduate Record Exam), Oct. 29

G.M.A.T. (Graduate Management Admission Test), Jan. 4, 1980

L.S.A.T. (Law School Admission Test), Dec. 17 T.O.E.F.L. (Test of English as a Foreign Language), Nov. 19

Application forms and practice test books are available at the Guidance Information Centre, SGW campus, H-440 and Loyola campus, 2490 West Broadway.

SIMONE DE BEAUVOIR INSTITUTE: Would you like to put your heads together? Help us with *Dialogue in Depth*. For further information, please contact Audrey Bruné at 879-5904.

FRINGE BENEFITS

CHOIR AUDITIONS: The University choir will give three concerts this year, and is open to all of the university community: a desire to sing and knowledge of basic sight-singing is all that is required. For an audition or more information, please call Christopher Jackson at 482-0320, ext. 726 or the Music Office at ext. 614.

COIN DU CAFE: Join us for French conversation and refreshments every Tuesday from 9 a.m. to noon in Conference Room 1 of the Campus Centre, Loyola campus.

CANADA EMPLOYMENT CENTRE

(LOYOLA): New employers — (graduating students): Canadian Industries Ltd., for accountants; Prudential Insurance Co., for real estate investment; and IBM Bromont, for

See notices page 11

The deadline for submissions to The Thursday Report is Monday noon before Thursday publication. Submissions should be sent to Louise Ratelle at Loyola (AD-105, 482-0320, ext. 689) or to Maryse Perraud at Sir George (BC-213, 879-8497).